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ABSTRACT

This report presents an overview of the background, change agents, structure, and operation of the Individualized, Performance-Based Teacher Education Program developed at Weber State College, Utah. The structure of the program was based on behavioral objectives, learning experiences, competency assessment, and application. The individualized instructional module was used as an effective learning instrument. The Weber Individualized Learning Kits (Wilkits) formed the basis of course blocks. Related course blocks were organized into systems for preparing elementary and secondary teachers. Each Wilkit was a learning activity divided into eight sections: title, introduction, content, preassessment, behavioral objectives, learning experiences, self evaluation, and proficiency assessment. In 1970 an evaluation specialist was added to the staff for one year. Data were collected from students and faculty; tentative observations resulted. Observations included 1) Both students and faculty are working harder than under the previous system. 2) Students are learning more. 3) There is a friendlier more cooperative student-faculty relationship. 4) Students are accepting responsibility for the decisions concerning their own preparation. 5) Students work to achieve competency in the absence of grades. 6) Students and faculty can adjust effectively to new behavior patterns. 7) Public school teachers and administrators show enthusiasm for educational innovation. The program received the Distinguished Achievement Award for 1971 from the American Association of Colleges for Teacher Education. Appendixes are included. (MJM)

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THE INDIVIDUALIZED, COMPETENCY-BASED SYSTEM OF TEACHER EDUCATION

AT WEBER STATE COLLEGE

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for the AACTE

Committee on Performance-Based Teacher Education

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Preface

The AACTE Committee on Performance-Based Teacher Education is pleased to publish this paper as one of a series designed to throw light on issues, problems, and prospects regarding performance-based teacher education identified in its recent publication on the state of the art.[1]

Whereas the latter is a declaration for which the Committee accepts full responsibility, publication of this paper (and the others in the PBTE Series) does not imply Committee endorsement of the views expressed. The Committee believes, however, that the experience and expertise of these individual authors, as reflected in their writing, are such that their ideas are fruitful additions to the continuing dialogue concerning performance-based teacher education.

The Committee views the term "competency-based," as used in this paper, as synonymous with "performance-based," as noted in its state of the art paper.

AACTE acknowledges with appreciation the role of the Bureau of Educational Personnel Development of the U. S. Office of Education in the PBTE Project. Its financial support as well as its professional stimulation are major contributions to the Committee's work. The Association acknowledges also the contribution of members of the Committee who served as readers of this paper and of members of the Project staff who assisted in its publication. Special recognition is due David R. Krathwohl, member of the Committee, for his contribution to the development of the PBTE Series of papers.

J. W. Maucker, Chairman
AACTE's Performance-Based Teacher Education Committee

Karl Massanari, Director
AACTE's Performance-Based Teacher Education Project

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[1] Elam, Stanley, "Performance-Based Teacher Education: What Is that State of the Art?," The American Association of Colleges for Teacher Education, December, 1971.

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Genesis of Change

Teacher educators at Weber State College, like those in many other schools, have long been dissatisfied with much in the traditional approach to teacher education. In addition to feeling apologetic for some of the more obvious deficiencies and discrepancies common to the system, they have been uncomfortable in the usual role of blaming the lack of reform on financial restrictions, college regulations and the like.

Stimulated by the self evaluation associated with NCATE accreditation in the autumn of 1966, the faculty began the planning that eventually produced what they chose to call the Individualized, Performance-Based Teacher Education Program.* Their planning a new system was not a rejection of all teacher education practices of the past. Rather, the point of view was held that the real potential of many teacher education practices is still undiscovered; that too often they have been attempted in disadvantaged environments and in such haphazard fashion as to preclude anything better than mediocre success. In addition, some practices strongly believed in by many never have been earnestly attempted. So it was a restless, disturbed but hopeful faculty that undertook to correct the faults of teacher education.

The philosophic framework within which the group chose to function contained the following major elements.

Teacher preparation should:

1. develop in teacher candidates the competencies characteristic of successful teaching,

2. be held accountable for the success of its practices,

3. be academically respectable and appeal to the scholarly,

4. demonstrate a variety of effective teaching models,

5. allow for a variety of student and faculty needs,

6. be based on skills of effective human interaction,

*The terms "competency-based" and "system" as used in this paper reflect the growing opinion that they more appropriately describe the new developments in teacher education.

7. place responsibility on the student for his own progress and accomplishments,

8. be readily adaptable to need for change,

9. demonstrate theory in practice,

10. make extensive use of meaningful field experiences,

11. utilize technological aids to learning, and

12. be a shared responsibility of the total educational system.

It was fully recognized that an effective system must include as careful planning of the academic components as of the professional. Reform or improvement should take place whenever and wherever needed. However, the point of view was taken that certain practices may well be tested first in the professional component then later applied to the academic if such is considered desirable. Explanation, discussion and exchange of opinion between the professional education faculty and the faculties of the academic departments was instituted at an early date in the planning and continued throughout. Certain faculty members outside professional education considered adapting and developing some of the new practices for use in their individual courses. This has led some departments to experiment actively with a view toward possible change.

The teacher education faculty grew from four members in the 1962-63 school year to fifteen by the time planning began on the new system. Some were specialists in elementary education, others in secondary, while still others in educational psychology and instructional media served both fields. Use of the total group in all major planning had been the pattern in the previous program, and this practice carried over effectively as the new system was developed. All the members contributed freely to the planning, and despite personal reservations that may have been held on particular points everyone seems to have injected sufficient of his own notions into the plan that his enthusiasm remained high. In the later stages of curriculum development some had the feeling that the "inside group" was making most of the important decisions. This seems to have been alleviated by adjustments in procedures for meetings and in disseminating information as to progress and happenings.

Of high priority among the things the faculty desired to do were to develop individualized instruction modules to replace the lecture system, eliminate the usual grading practices for a credit-no credit arrangement, make human relations training a basic

component of the new system, and form a new arrangement with the public schools for the direction and supervision of field experiences.

Students in professional education were among the first to react to the new concepts as they were being considered. Their own control of the time element appealed to them as did the notion of teaching performance constituting the achievement criteria. In their classes where the ideas were explained and discussed, and in several meetings of the student education association, the students indicated considerable enthusiasm for the new directions.

The Utah Department of Public Instruction, through the office of the superintendent, and particularly from the administrator of teacher personnel services, was a source of constant encouragement as the planning developed. Full support was pledged in obtaining program approval. Public school administrators and many teachers in the districts adjacent to the College voiced enthusiasm for the ideas. Many of them saw what they considered sound educational practices of the more innovative public schools now finding their way into teacher education.

The first written statement of the direction in which the faculty desired to move appeared in April, 1968, under the title "A Proposal for Revision of the Teacher Education Curriculum." The plan was modified and revised several times in the succeeding months, with each revision bringing it nearer to the professional sophistication the faculty was hoping to achieve. During this time members of the faculty became aware that a number of "Model Elementary Teacher Education Programs" were being planned at certain universities and educational laboratories. It was a year later, however, before details of these plans became available from the U. S. Office of Education.

During the time the written plan was evolving it became evident that some method of control was needed. Consequently, one faculty member was designated project director to head a board of control which included the chairman of elementary education, the chairman of secondary education and the dean of the school of education. With continuous input from the faculty members, this board of control directed development of the new system.

An appeal to the Carnegie Corportaion of New York in the early autumn of 1968 resulted in a financial grant of $5,000 to engage a number of consultants for individual on-site studies of the plan and to give their reactions to its feasibility. Consequently, ten authorities on teacher education from various sections of the nation came to the campus during the winter and spring of 1969. Each

consultant, being selected because of his interest in particular aspects of teacher education, contributed uniquely to the thinking of the faculty. The planners experienced considerable growth and expansion of their own ideas, and the visits resulted in an intensified determination to continue with the planning and to bring about the reforms envisioned.

Ideas on the advisability of moving ahead with the plan were not entirely affirmative. Since by usual standards the College already had a good teacher education program, the idea sometimes arose "Why gamble when you can play it safe?" The question of whether the plan would bring too many changes too fast was brought up on occasion. The notion that it was too radical was sometimes voiced.

On the other hand, most reactions from the teacher education faculty were in favor of moving ahead. "Change is long overdue," "Regardless of the outcome we'll be better off than before," "Someone has to try it, why not us?" and "Let's prove the value of teacher education or get out of the business," were the kinds of ideas most often expressed. The tone of faculty discussions definitely indicated the desire for abrupt and complete change, as well as the confidence that the system envisioned could be created. By unanimous action the decision was made to move ahead with all the energy that could be generated.

Conditions for Change

Accepting that change is influenced by existing conditions, the factors that seem to stand out as important contributors to change at Weber State College were the nature of the teacher education faculty, the attitude of the College administration toward the proposed change, the attitude of public school personnel and the conditions existing in the public schools, and the financial support provided by the Carnegie Corporation of New York.

The faculty was young, energetic and for the most part recently recruited from teaching and administrative positions in the public schools. Each had joined the faculty with a strong desire "to do something about teacher education." Because of their devotion to a cause, the members were perhaps less concerned with "vested interests," and "personal prerogatives" than are many of those older and longer in the game. In short, they were willing to subordinate personal interests to the success of the system.

As the plan developed and was explained to the members of the College Administration, and later to the Board of Trustees, it

received an interested response. Others in administrative positions on campus took a similarly liberal and sympathetic attitude toward the ideas as well as to the adjustments in policy and practice that would necessarily result if the system were effected. The administration pledged support for the plan so far as possible, and continued to provide encouragement and assistance as it was developed.

Through use of the public schools over the years for laboratory experiences in support of teacher education the faculty and the public school personnel had developed a relationship of cooperation and mutual respect that proved a source of strength as the new system emerged. The plan called for increased use of the schools for laboratory experiences and for greater involvement and responsibility from the teachers and the administrators in the schools. The prevalent attitude in the schools that vistors from the College are there to assist in the learning of children has made the laboratory experiences enriching to the students in education as well as beneficial to the learning programs in the schools. The opportunity the new system provided for public school personnel to become more intensely involved in teacher education seemed to generate considerable interest.

Encouragement and assistance from the Utah Department of Public Instruction constantly supported the enthusiasm of the planners. This was an assurance to the faculty that the job could be done, and helped to remind them they had an obligation to do it.

It would be difficult to overstate the importance of special financial support in developing the new system. During the three quarters of the prime development period--winter, spring and summer of 1970, released time was provided in the equivalent of about eleven full-time faculty members. This effort produced approximately sixty instructional units ready for classroom use at the beginning of autumn quarter, 1970. A number of other units were in various stages of completion. The question of how long it would have taken to develop these materials if the faculty members had attempted the task along with their regular professional assignments is beyond answer, but a fair estimate by the faculty was from five to ten years.

Without the purchase of released time, the need for consultant or contract help in accomplishing some of the specialized aspects of program development still would have remained. Also, there would have been a variety of expenses in producing the materials and setting the new system in functioning order. It seems logical to assume that without outside financial assistance the Weber State faculty would have attempted to make a number of changes in which expense is not an important factor. Also, most of the faculty

members would have begun the piecemeal transformation of their courses in the direction of instructional modules, attempting to accomplish the task as time and energy would permit. This more evolutionary and slower process of change, which, incidentally, might be preferred or needed in many schools, would seem likely to follow a pattern of transforming courses unit by unit as determined by the enthusiasm and energy of individual faculty members. Although this could have advantage and appeal for the cautious, it could prove obstacle-strewn and discouraging to those more impatient for action and change.

Development of the System

At no time was there any question that the new system should encompass both elementary and secondary teacher preparation. To have proceeded otherwise would have seemed divisive and discriminatory. In scores of situations, both formal and informal, the spontaneous cross-ventilation of ideas between faculty and students in elementary and secondary education was professionally productive and personaly satisfying. The development of the system would have suffered had there existed any cleavage between the two departments.

A major question was what should be retained from the previous program and what should be eliminated. Some previous practices were considered well developed and productive. One of these was allowing some choice for students to elect student teaching in a self-contained classroom, with a team, or as an intern. Another was the remedial feature of the admissions policy, which allowed the student to strengthen areas of identified weakness. The faculty members considered much of the substance, expressed in knowledge, attitudes and skills to be gained, as being relevant and important in teacher preparation. It seemed good sense to capitalize on strengths that were recognized. Consequently, rather than pursue the process of rediscovering the obvious, the realistic choice was made to build on those things the group was familiar with and had reason to believe in.

In this vein during the spring and summer of 1969 each faculty member accepted the initial assignment of carefully analyzing his own courses and identifying which of the topics (concepts, skills, attitudes, understandings) he considered essential to teacher education. All topics so identified were brought under the scrutiny and questioning of the total faculty. Careful attention was paid to the matter of duplication of topics as well as to the arrangement and sequence they should have within the elementary and secondary teacher preparation systems.

Assisting the faculty in the selection of topics to be included was an ad hoc committee composed of sixteen public school administrators, teachers and college students. This committee, engaged in a project for individualized preparation of teacher aides, under the sponsorship of the Utah Department of Public Instruction, the Ogden and Davis School Districts, and the College, met regularly with the faculty over a two-month period. At the conclusion of this effort approximately eighty topics had been identified as vital to teacher preparation. (See Appendix D.) Several instructional modules based on certain of these topics were begun at this time and were field tested with students in the succeeding autumn and winter terms.

The "Model Programs for Elementary Teacher Education" became available from the U. S. Office of Education, during this early period of development. Use of the individualized instructional module was a prominent feature of some of the model programs, as was the notion of teaching competency being the objective of teacher preparation as well as the criterion by which its success should be measured. These and other ideas within the model program both expanded and confirmed the thinking and efforts of the faculty. This material gave them further assurance they were proceeding in the right direction.

Perhaps the most common complaint against teacher education is that it stresses theory at the expense of practice. Some would call it over-verbalized and under-vitalized. Sensing some validity in this complaint, the faculty welcomed from the beginning the idea of competency-based training as an answer to this ancient problem. Not that theory should be abandoned, but that the student must understand how theory is converted into practice and he must acquire the skills for accomplishing this.

Since objectives stated in behavioral terms are imperative in a competency-based system the faculty struggled for an answer to this need. Recognizing the need for consultant help, they eventually engaged the services of the Diversified Systems Corporation (EPIC), a group of educators specializing in objectives and evaluation. Their help included training sessions for the faculty in writing objectives and continuous supervision of the development of objectives and assessment procedures as the instructional units were created.

One goal of the new system was to individualize instruction. What was to be individualized and how it was to be done constantly confronted the planners. A prime reason for abandoning group lectures in favor of learning modules was to provide the students more personal contact with the instructors for dealing with matters relevant to the students' own needs. The student was to control

the time element--deciding when he would study and when he was ready for the final assessment. He could choose between alternative learning experiences within a module, to some degree, and could elect whether to study alone or with others if he so arranged. Although in the beginning the course blocks and modules required for certification would need to be specified, progress should be toward providing students with alternate choices of modules within each course. The idea was agreed that the student should have latitude in choosing the learning experiences he would undergo in attempting to meet the competency criteria.

Human relations training was to receive major emphasis in the new system. The faculty was convinced that successful teaching depends more on skill in human relations than on any other factor, but what the training should consist of was not clear. Wary of the pitfalls in sensitivity training and desiring to avoid identification with any questionable practices, the faculty considered the matter long and carefully. In the process of exploration discussions were held with personnel from the Thiokol Chemical Corporation technical and educational services group. Thiokol's experience in conducting training programs for industry and for use in their own job corps centers seemed related to the kinds of experiences envisioned by the faculty for students in teacher preparation. After the task was outlined in considerable detail, a working arrangement was arrived at in which for development support the College would have unlimited use of the proposed interaction laboratory in its teacher education system.

Objectives of the interaction laboratory are defined as follows in the trainer manual:

> ...the laboratory has been primarily designed to provide the student with a human relations model which is reality-oriented to future teaching situations. Communication exercises will enable the student to gain a better grasp of the complexities of the communication process as it occurs in the school setting. Group discussions will facilitate feedback from student peers and promote understanding of the group process as it might occur in the classroom. Interpersonal skills activities will expand role flexibility and offer an opportunity to test and practice new behaviors essential to successful teaching. Finally, professional problem solving will introduce the kinds of realistic demands placed on the teachers in their professional roles. Generally, these components are mixed in balanced proportions to offer education students an added

dimension with which to meet the ever increasing demand for flexible, dynamic teachers in the public school system.[1]

The laboratory was designed for fifteen to eighteen students, with a trainer and co-trainer. The activities were developed within ninety-minute modules, totaling roughly forty clock-hours. Needed equipment included a video recorder-player, tape recorder, overhead projector and 16mm film projector. Recommended scheduling included single sessions daily for six weeks or double sessions daily for three weeks.

Some of the instructional modules in the system closely relate to, and support, the interaction laboratory. "Self Concept," "Classroom Evaluation," "Group Processes," and "Tutoring Techniques" are examples. Other activities meant to support and provide application for human skills are the faculty conferences, peer teaching sessions, seminars, student teaching and the synthesis experiences after student teaching. A major concern was to help students expand their understanding and appreciation of themselves and others.

Conditions were favorable for the expansion and improvement of field experiences supporting teacher education. Expanding populations and changing needs had influenced the development of many new schools in the districts surrounding the College during the previous ten or fifteen years. Innovative construction to house innovative programs was the trend, and visitors had come from far and wide to view in action such things as team teaching, continuous progress, individualized instruction and differentiated staffing in a variety of settings. The attitude of welcoming visitors prevailed and the practice of putting them to constructive use in the classroom was growing. Fortunate, also, was the fact that the schools were not saturated with student teachers and other learners from the College or elsewhere.

The new plan required a minimum of thirty clock-hours of participation by each student, usually during the sophomore year, in which he would become reacquainted with the elementary and secondary schools. This pre-professional activity, for which one quarter hour of credit was to be allowed, had the major purpose of helping the students explore their own interests in teaching. These students were welcomed in the classrooms and were readily put to work as teacher aides with the pupils. Many of the learning modules required laboratory experiences for a variety of

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[1]Thiokol Chemical Corporation, *Trainer Manual, Interaction Laboratory for Teacher Development.* Ogden, Utah, 1971.

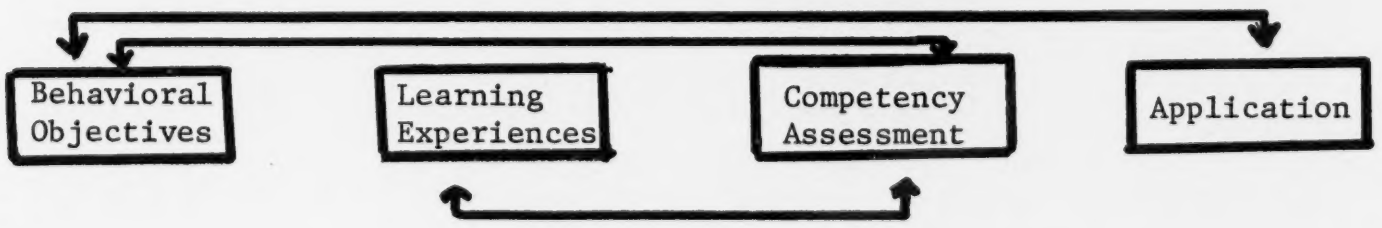
purposes related to the goals of the particular modules. For the elementary students, required participation in the schools prior to student teaching totaled 65 clock-hours. Requirements for secondary students totaled 57 clock-hours.

To accommodate the interests of the school districts and at the same time provide the college students with some desirable options, student teaching was still to be offered in several ways. A limited number of full-year teaching internships were available for which the districts provided a partial salary and both the college and the school districts participated in the supervision. Many students were assigned in team situations and others were placed with individual cooperating teachers. The experience required full time in the schools for the college term, for which fifteen quarter hours of credit would be given. The requirement included completion of three or four learning modules related to the student teaching experience.

The granting of $195,400 in December, 1969, by the Carnegie Corporation of New York for program development opened the gates for full-scale progress. Anticipating the possibility of funding, plans had been made for moving the teacher education faculty from their offices into an unoccupied section of a student residence hall. With two faculty members to a room, and with editorial and secretarial help and printing facilities available, the creating of instructional modules got fully underway the first week of January, 1971. Except for teaching a few specific courses, the faculty members were totally engaged in program development through the succeeding winter, spring and summer terms. Fortunately, with the help of students from nearby graduate schools of education, from the ranks of the recently retired public school personnel and from some who were in-between-jobs, the task of conducting the regular teacher education program was carried on very capably.

Structure of the System

The structure of the competency-based system for teacher preparation developed at Weber State College was simple and uncomplicated. The following diagram illustrates the basic pattern of the system and how it was meant to function:



Assuming each element of the pattern to be valid, the system would function as planned and presumably would be an effective way for preparing teachers. The objectives would be those needed for teaching effectiveness, the learning experiences would be meaningful and relevant to the objectives, the desired level of competency would be achieved, and the competency would then be applied with some expertness in the student teaching situation. However, should the kinds of behavior sought fail to appear at the application level the validity of the objectives, the methods by which they were supposedly achieved and the competency assessment may all be questioned. The element of accountability was continually reaffirmed by the faculty and the structure they developed provided for it at each step in the process. Re-expression of the original intent of the faculty to test new practices for the purpose of assessing their worth was evident and the idea of accountability was built in as a most essential component of the total plan.

The individualized instructional module had appealed to the faculty early in their planning as an effective learning instrument. As they proceeded with development of the module they devised the term "WILKIT" as an acronym for "Weber Individualized Learning Kit." The WILKITS individually were designed to fit the above pattern. Course blocks were developed from related WILKITS and related course blocks were organized into systems for preparing elementary and secondary school teachers. For a description of the course and credit requirements for certification in elementary and secondary education, and the learning modules within each course, see Appendix A and B.

Like other aspects of the system, the format of the WILKIT evolved over an extended period of investigation and discussion. Each module contained the elements considered necessary for guiding student progress, and in organization was not unlike that of some other modules developed elsewhere. Each of the WILKITS consisted, in general, of the following elements:

Title	--which identifies the topic
Introduction	--which provides the setting for the topic
Content	--which identifies the problems or considerations to be dealt with
Pre-assessment	--which assists the student to know his already attained level of performance

Behavioral Objectives	--which identify the behavior sought and at what level of proficiency
Learning Experiences	--which are suggested or required for meeting the behavioral objectives
Self Evaluation	--which helps the student assess his progress
Proficiency Assessment	--which is used to determine if the behavioral objectives have been met

The pre-assessment and self-evaluation are elements which may or may not be included in a given module as determined by need.

Building the instructional module to treat topics of varied length and difficulty automatically suggested modules which varied in length as well as in type of material involved. Certain topics were of a cognitive nature, others were affective, and still others largely required motor skills development. The variety of needs suggested a variety of modules with respect to length and difficulty. With consideration to student interest and perseverance the length of the modules was kept within reasonable bounds. The average required time for completion was roughly between twenty and thirty clock-hours. Although the format was constant, the diversity in writing style of the individual faculty members resulted in an interesting variety of treatment. Important in keeping the modules within consistent format and quality was the contribution of the Diversified Systems Corporation (EPIC), previously mentioned, in helping the faculty write behavioral objectives and develop assessment procedures.

Within the seventy or so modules for the system there was a total of upwards of three hundred behavioral objectives. Appendix C shows some typical examples. Characteristically the objectives stated both the expected behavior and level of proficiency. According to the nature of the objectives, the final assessment was developed to fit the need. Usual checkout procedures included essay examination, oral interview, objective test or demonstration as considered appropriate.

Suggested learning activities for acquiring the behavioral objectives covered a variety of experiences and included tried or new activities with learning potential. Common to many of the

WILKITS were learning activities such as reading, seminars, discussion, preparing and using aids, peer teaching, viewing films, micro-teaching, observing, tutoring, teaching, and analyzing.

The faculty intended that the module would correct the vague, static and inflexible nature of the usual professional education course. Since it dealt with a single conceptual area, it was anticipated the learning module as compared with traditional courses would be more manageable. No module could be tolerated which did not have clarity, precision and internal consistency. The intensive use a module would undergo in the hands of students and faculty would make it subject to constant evaluation. All aspects of the module would be interdependent as well as mutually supportive. Thus through strict accountability it must be assured that all the parts constitute an effective whole. The quality of flexibility to meet whatever contingencies arise would be a necessary characteristic of the module as well as of the total system. Through alert management on the part of responsible students and faculty the needed additions, deletions and adjustments, whether within a single module or the total system, should be carried out quickly.

In contrast to the usual practice of designating a course text and meeting regularly in a pre-assigned room, as the faculty constructed the modules they chose learning materials from a variety of sources and suggested learning experiences take place in a variety of situations and locations. Since the selected readings might be from several authors and of varied length it became necessary to establish a special reserve section in the college library for multiple copies of the prescribed readings. Cost of purchasing and maintaining the collection was to be absorbed within the student fee of $1.25 per WILKIT. For use of audio and visual resources the dial access system, viewing rooms, seminar rooms, and learning materials center were made available. Whether the students chose to study at home, in the library, in the public schools or elsewhere was influenced by the nature of the learning task to be accomplished.

Several former classrooms were divided into seminar and viewing rooms. A center for WILKIT dissemination, testing, and scheduling of learning experiences became the hub of operations for the total system. Construction of an education building planned to implement the new system was begun in the spring of 1971.

The System in Operation

At the beginning of autumn quarter, 1970, the new system became fully operative and was the only plan for teacher certification at the College. Students who were part way through the previous program were assigned to complete WILKITS appropriate to their uncompleted course work. Except for a few students with bachelor degrees who began work on certification requirements only, all those earning certification by the end of the spring or summer terms had taken some of their course-work in the previous program. A records system to account for student progress through the professional sequence began functioning in the operations center.

Initial student reaction to the changeover varied from enthusiasm to rejection. As each one came face to face with his own determination of what to do the reactions were as different as the students themselves. Some who had experience with trial units in previous courses or whose high school experiences included self-instructional activities moved ahead without much delay or difficulty. Others checked out units and didn't get around to working on them until mid-term or later. Still others failed to begin work at all on the blocks for which they had registered and consequently many incompletes were given at the end of the autumn term. The first unit seemed to be the big hurdle for each student. After that was completed the momentum usually picked up and the ease of completing additional units increased.

A most commendable aspect of student behavior was their willing response to the request for input concerning the system. Their hundreds of constructive suggestions and comments showed acceptance of responsibility to give the system a good effort and to assist with its improvement.

Being transformed from the role of class leader and lecturer to that of advisor and consultant, the faculty members found definite need for adjustment but each seemed to fit quite readily into the new status. For some it was a pleasant change from the unwanted lecturer role; while others missed the spotlight as class leader. About double the time was scheduled for office consultation than was formerly scheduled for classes. Requests for students to check with faculty members for specific purposes were built into many of the modules. Also, students were constantly encouraged to seek the help of faculty members whenever needed. The faculty members directed the assessment of the students' progress, assisted the students with their own assessments, and checked out the students on completion of the modules.

Revising, changing, and correcting the learning modules was a continuous aspect of the faculty members' work. Changes were made both on the basis of the suggestions provided by the students and the upgrading of the content on the part of the faculty members. This was recognized as a necessary and never-ending process in an individualized self-correcting system.

One problem of concern was that of calculating and reporting faculty load under the new system. Some administrators hoped this would prove to be a way of operating with a higher student-faculty ratio. Others assumed more faculty members would be needed to do the same job. The immediate approach was to begin the new system with the same number of faculty members as employed under the old, then attempt to evaluate the situation. After the first year in the system the faculty reaction was to the effect that more time was needed to study teacher load and to develop ways of determining what an equitable work assignment would be. It appeared that the previous method of equating load on the basis of credit hours taught, would have to give way to a determination based on numbers of students served. However, final decision was still pending.

The human relations training (interaction laboratory) proved to be perhaps the most dynamic single aspect of the new system. An initial trial with a group of sixteen students during the winter term of 1970 brought reactions of enthusiasm from the students and the faculty trainer and co-trainer. Two additional student groups were conducted in the spring term. During the week immediately following the close of school the total faculty experienced the laboratory, with the developer of the materials from Thiokol Chemical Corporation as the trainer. In addition to providing the members with an understanding of the laboratory, this helped form their individual interest in becoming group trainers in the system.

Student and faculty reaction to the interaction laboratory has been overwhelmingly positive as the groups have undergone training. Such comments as "It was the best experience I have ever had in college," were not uncommon. An easily observable result is an attitude of greater friendliness and cooperation between faculty and students. There is little doubt that most of the students develop in the laboratory a greater sensitivity to themselves and for others. Using the laboratory with in-service teacher groups has proved of value in some school districts. With some minor alterations in certain exercises it may have excellent results with in-service groups generally. A general observation is that the laboratory is likely to be more effective with members from diversified professional backgrounds than from a single faculty, for instance, where the members are well acquainted with

each other. College students in professional education, most of whom are unacquainted with each other at the beginning of the laboratory, generally find the experiences exciting and worthwhile. During the first year about three-fourths of the faculty chose to accept assignments as trainers or co-trainers.

In the autumn of 1970 with the help of grant funds an evaluation specialist (Ph.D., Educational Psychology) was added to the staff for a one year period, particularly to develop and conduct an initial assessment of the functioning of the WILKITS. Collecting and tabulating student and faculty reaction to the modules was the major process used; the purpose being to identify as quickly as possible any weaknesses in the construction and content of the modules. At the completion of each WILKIT the student responded to a brief evaluative questionnaire. These responses were provided periodically in summary to the faculty members concerned. With their own observations and judgment of the situation, the faculty members then determined the corrective measures to be taken with the modules in question. Student input caused abrupt changes to be made in certain WILKITS early in the autumn term. Some other changes were made during the year. By the beginning of the school year 1971-72 every WILKIT in the system had undergone some measure of revision. For the most part the changes involved deleting and adjusting learning experiences, clarifying instructions, and replacing materials.

Most of the students' reactions dealt with mechanical aspects of the system itself. Incompleteness of the readings collection, in the beginning, caused delay for some students. Others found conflicts in scheduling faculty interviews and in arranging for film viewings, peer group sessions, field experiences, seminars, micro-teaching and the like. Most of these problems became minimal as the students and faculty adjusted in the many ways needed to make the system function. Eventually it was determined that in order to facilitate and improve the scheduling of some of the more important student-faculty interactions it would be desirable to identify several two-hour blocks of time during any given day that could be mutually convenient to students and faculty. By selecting and leaving open a regular block of time for some of the WILKIT activities dependent on scheduling, the students could avoid the convenient pitfall of scheduling other coursework to the neglect and detriment of professional studies. Requiring students to reserve limited time for possible professional study did not seem to restrict unduly their personal control over their study time.

The above described kind of surface evaluation of the modules and the system will need be a constant part of the total effort to improve. However, it was not meant to take the place of intensive

evaluation in depth. Not lost was the conviction that every element and feature of the system must undergo the investigations needed to justify its survival.

The conclusions on the system are somewhere in the future. At this time only tentative observations can be reported. Among the students, the faculty and others who are familiar with the system, the following are strong impressions that seem to exist, none of which is confirmed by experimentation or statistical analysis: Both students and faculty are working harder than they did under the previous system. Students are learning more of the skills of teaching than ever before. There is a friendlier and more cooperative student-faculty relationship than formerly. Students are accepting and carrying out responsibility for many decisions concerning their own preparation. Students do work energetically to achieve competency in the absence of grade rewards. Students and faculty can adjust effectively to working under new and unusual behavior patterns and relationships. Finally, it appears that public school teachers and administrators show unusual enthusiasm for innovation in teacher education.

Both the faculty and the students have shown an interest, and perhaps an unhidden pride, in their school's having been given the Distinguished Achievement Award for 1971, from the American Association of Colleges for Teacher Education. They appreciate the attention they have received from visitors from various colleges and universities throughout the nation where interest exists in the kind of educational reform being undertaken at Weber State College. In discussing with visitors the problems and successes of the system, the students and faculty have attempted to be objective and to give all sides of the matter an honest airing.

Continued Action

The initial accomplishments of the new system have encouraged the faculty to greater efforts in eliminating obstacles and in causing the system to function more smoothly. There is an awareness, also, that attention should be given to the extension of the system as seems appropriate both on campus and elsewhere. Recently arrangements have been made with several other schools of education to use the materials in other settings and under varied conditions. The results of this effort to determine the applicability and adaptability of the system are anxiously awaited. Considerable interest is being shown in the possibility of the WILKITS being made available commercially.

Refinement of the laboratory experiences, particularly student teaching, is a major interest of the faculty and of the professional

personnel in participating schools. Underway in the autumn term of 1971 is a practicum center approach to student teaching. As designated by the College and the cooperating school districts, a practicum center is a team teaching arrangement in a given school in which the team consists of a master teacher (clinical teacher), another certificated teacher and three or more student teachers. The children under this group may range in number from about eighty to one hundred. At the elementary level the children may be grouped for any one of a number of reasons, at the secondary level the grouping is usually on the basis of subject or area of the curriculum. The key person in the team is the clinical or master teacher, who leads in planning and conducting the learning of the children and the professional development of the team members. The clinical teacher will be thoroughly conversant with the aims and practices of the teacher education programs and will be responsible for the training of the student teachers. An evaluative system constructed with the assistance of the Diversified Systems Corporation, will be used by the clinical teacher in measuring the progress of student teachers. The College faculty will serve the practicum center staff as advisors and consultants as needed.

Among the advantages expected from the practicum center approach to student teaching is that it will give the students a maximum of actual teaching time, will provide observation and experience in a variety of teaching models, will provide a maximum of experience in systematic planning, and the supervision will be thorough and adequate. In addition, the team should prove an excellent source of feedback concerning the strengths and weaknesses in the total preparation system. Although the practicum center may become the mode, it is expected other student teaching arrangements will still be used.

Opportunity for follow-up of Weber State College graduates came in the autumn of 1971 with the inception of a plan called Resident Initial Teaching Experience (RITE). This plan, developed cooperatively by the College, the Ogden School District, the Weber County School District, and the Utah Department of Public Instruction, provides supervision by a college faculty member of eighteen first year elementary school teachers. The purpose is to provide the assistance needed by these beginning teachers to assure they will become strong and successful professionals. In addition to the basic effort, an attempt will be made to identify strengths and weaknesses in the preparation of these teachers through use of the observation system previously mentioned.

Application has been made for a Teacher Corps Project to train forty-eight teachers for work among the poverty groups. The project would include equal numbers of teachers at the

Intermountain Navajo School, and selected schools in the disadvantaged areas of Ogden and Salt Lake City. This would provide the opportunity, with the help of the Ethnic Studies faculty at the College and others, to develop additional WILKITS specifically for use of teachers planning to work among the disadvantaged. It will assist, also, in the preparation of modules in studies not included in the original curriculum.

An initial goal of the faculty was to discover what professional experiences are essential to teacher preparation. This envisions stripping from teacher education all the nonessentials and providing the essentials in excellent fashion. Until the answer to this is conclusive the task is incomplete. Efforts are being made to obtain help in developing and conducting a plan for the thorough evaluation of all the practices in the new system. It is anticipated that within five to ten years sufficient evidence could be assembled to determine the educational value of all the major elements.

The faculty is interested in the establishment of the education centers currently being considered by the U. S. Office of Education. Conducive to such a center in the Ogden area is the commitment of the public schools and the College to learning experiences designed to fit the needs of the learners. School building designs and staffing organizations in the public schools show a definite commitment to individualized instruction. Similar commitment is expressed at the College in the new teacher education system and the new education building which was designed for the system and is planned for occupancy by the end of 1972. From the standpoint of physical facilities and professional resources the area appears uniquely conditioned for bringing about the kind of total sharing of responsibility by the public schools and the college for all aspects of public education that theorists have dreamed about but have never seen.

APPENDIX A

Professional Course Requirements for
Elementary School Teachers

September, 1971

Quarter Hours

Education 195,* Introductory Field Experience..... 1
WILKIT: Orientation (W-3)

Education 300, Fundamental Skills for Teachers..... 3
WILKIT: Self-Concept (W-12)

Education 324, Basic Skills for Elementary Teachers..... 4
WILKITS:

- W-57 Tutoring Techniques
- W-26 Reading Study Techniques
- W-35 Handwriting
- W-70 Media Equipment Operation
- W-14 School Health
- W-5 Growth and Development (May be waived upon successful completion of Family Life 150)

Education 325, Elementary School Curriculum I..... 6
WILKITS:

- W-27 Reading Readiness
- W-28 Nature and Instructional Implications of Reading
- W-29 Reading Comprehension
- W-30 Basal Approach to Teaching Reading
- W-31 Phonic Analysis Skills
- W-32 Structural Analysis Skills
- W-33 Dictionary Skills
- W-36 Spelling
- W-38 Oral and Written Communication

Education 326, Elementary School Curriculum II..... 6
WILKITS:

- W-6 Elementary School Mathematics I
- W-9 Elementary School Mathematics II
- W-42 Inquiry in Elementary Science

*A "pre-professional" requirement

APPENDIX A (Cont'd)

Quarter Hours

W-43 Organizing and Planning for Teaching Elementary Science
W-50 Social Studies in the Elementary Schools
W-54 Elementary Social Studies Instruction
W-40 Music for Children

Education 360, Instructional Skills for Elementary Teachers..... 4

WILKITS:

W-7 Principles of Reinforcement
W-20 Instructional Resources: Evaluation and Use of Instructional Media
W-60 Media Production
W-22 Purposes and Methods of Evaluation
W-19 Professional Responsibilities
W-37 Listening
W-23 Art (May be waived upon successful completion of Art 250)
W-39 The Language of Music (May be waived upon successful completion of Music 320)

Education 488, Teaching Practicum in Elementary Education.....15

WILKITS:

W-4 Classroom Management
W-13 Motivation and Learning
W-21 Classroom Group Meetings
W-10 Teaching and Learning in the Three Domains

Education 498, Synthesis of the Elementary Teaching Program..... 4

WILKITS:

W-8 Transfer of Learning
W-16 Backgrounds of Educational Practice
W-17 Professional Relationships
W-18 Professional Rights

Leadership or Service Practicum
Prescribed Remediation or Optional WILKITS

Total Professional.....42

APPENDIX B

Professional Course Requirements for
Secondary School Teachers

September, 1971

	Quarter Hours
Education 195,* Introductory Field Experience.....	1
WILKIT: Orientation (W-3)	
Education 300, Fundamental Skills for Teachers.....	3
WILKIT: Self Concept (W-12)	
Education 350, Theoretical Foundations of Secondary Education.....	4
WILKITS:	
W-57 Tutorial Techniques and Student Records	
W-5 Growth and Development Through Adolescence	
W-7 Principles of Reinforcement	
W-14 School Health	
W-55 Evaluating Teacher Behavior	
Education 355, Instructional Skills for Secondary Teachers.....	6
WILKITS:	
W-1 The Four C's of Teaching	
W-2 Lesson and Unit Planning	
W-80 through 85, Options - Classroom Strategies	
W-22 Purposes and Methods of Classroom Evaluation	
W-20 Instructional Resources: Evaluation and Use of Instructional Media	
W-60 Media Production	
W-70 Media Equipment Operation	
Education 495, Teaching Practicum in Secondary Education Student Teaching.....	15
WILKITS:	
W-10 Teaching & Learning in 3 Domains	
W-4 Classroom Management	
W-13 Motivation and Learning	
W-21 Classroom Group Meetings	

*A "pre-professional" requirement

APPENDIX B (Cont'd.)

Quarter Hours

Education 499, Synthesis of the Secondary Teaching Program..... 5

WILKITS:

W-11 Educational Research and the Teacher
W-18 Professional Rights
W-17 Professional Relationships
W-19 Professional Responsibilities
W-16 Backgrounds of Education Practice
W-8 Transfer of Learning

Leadership Service Practicum
Or
Prescribed Remediation
(Or Optional WILKITS)

Total Professional.....33

APPENDIX C

Behavioral Objectives

(The following are sample behavioral objectives extracted from various WILKITS as indicated.)

On completion of the materials and learning experiences in this WILKIT you will be able to:

1. Demonstrate your comprehension of structural analysis skills by scoring eighty or more points on the *Structural Analysis Test*. (W-31 Structural Analysis Skills)

2. Demonstrate comprehension of the difference between auditory development and auditory discrimination by:

   (a) Defining auditory development and auditory discrimination.

   (b) Describing two principles you as a teacher may follow with a student who seems to have an auditory development problem.

   (c) Describing at least five procedures you as a teacher may use to improve a student's auditory discrimination. (W-27 Reading Readiness)

3. Demonstrate a knowledge of the three levels of comprehension by defining the three levels in writing and giving examples of each. (W-34 Reading Comprehension)

4. (a) Display comprehension of the four functions which aid us in the classification and understanding of the factors which account for motivation, as measured by a teacher-designed examination with a proficiency level of 80 percent. (W-13 Motivation and Learning)

   (b) Synthesize a plan for using the four functions in performing the teacher-functions relating to the motivation of pupils in a unit you plan to teach. This objective will not be evaluated in the same manner as the other objectives since its main purpose will be to provide experience in creating such a plan. The plan will receive a general appraisal by the instructor in terms of its creativity and probable applicability. (W-13 Motivation and Learning)

5. Analyze the relationship to retention of recall, recognition, relearning, interference, nature of the stimulus, and intent to remember, as measured by a teacher-made test with 80 percent proficiency. (W-8 Transfer of Learning)

6. Respond to the group interaction of a classroom meeting in which you will assume the leader role, as measured by a 75 percent agreement with the faculty advisor on a teacher-designed Summary of Group Interaction. (W-21 Classroom Group Mee ings)

APPENDIX D

Master List of Weber Individualized Learning Kits (WILKIT)

November 1971

WILKIT No.	*TITLE*	*ELEMENTARY*	*SECONDARY*
1.	The Four Cons of Teaching		X
2.	Lesson and Unit Planning		X
3.	Orientation to the IPT Program	X	X
4.	Classroom Management and Discipline	X	X
5.	Growth and Development	X	
6.	Elementary School Math I	X	
7.	Principles of Reinforcement	X	X
8.	Transfer of Learning	X	X
9.	Elementary School Math II	X	
10.	Teaching and Learning in the Three Domains	X	X
11.	Educational Research and the Teacher	X	X
12.	Self Concept	X	X
13.	Motivation and Learning	X	X
14.	School Health Problems	X	X
15.	Growth and Development through Adolescence		X
16.	Background of American Educational Practice	X	X
17.	Professional Relationships	X	X
18.	Professional Rights	X	X
19.	Professional Responsibilities	X	X
20.	Instructional Resources - Evaluation, Selection, and Utilization	X	X
21.	Classroom Group Meetings	X	X
22.	Purposes and Methods of Classroom Evaluation	X	X
23.	Art in the Elementary School	X	
25.	Group Processes		X
26.	Reading Study Technique	X	
27.	Reading Readiness	X	
28.	Nature and Instructional Implications of Reading	X	
29.	Reading Comprehension	X	
30.	Basal Approach to Teaching Reading	X	
31.	Phonic Analysis Skills	X	
32.	Structural Analysis Skills	X	
33.	Dictionary Skills	X	
35.	Handwriting	X	

APPENDIX D (Cont'd.)

WILKIT No.	*TITLE*	*ELEMENTARY*	*SECONDARY*
36.	Spelling	X	
37.	Listening	X	
38.	Oral and Written Communication	X	
39.	The Language of Music	X	
40.	Music for Children	X	
41.	Chording and Harmony	X	
42.	Inquiry in Elementary Science	X	
43.	Organizing and Planning for Teaching Elementary Science	X	
44.	The Role of Children's Literature in the Elementary School	X	
45.	The Nature and Selection of Children's Books	X	
46.	Children's Literature - New Developments in the Field	X	
47.	Children's Literature - Traditional Literature	X	
48.	Poetry for Today's Children	X	
49.	Meaningful Experiences with Literature	X	
50.	Social Studies in the Elementary School	X	
51.	Social Studies Resources	X	
52.	Social Studies for the Culturally Disadvantaged	X	
53.	Social Studies Skills Development	X	
54.	Elementary Social Studies Instruction	X	
55.	Evaluating Teacher Behavior	X	X
57.	Tutoring Techniques and Student Records	X	X
60.	Media Production	X	X
70.	Media Equipment Operation	X	X
80.	Classroom Strategies - Lecture Demonstration		X
81.	Classroom Strategies - Inquiry		X
82.	Classroom Strategies - Individualization		X
83.	Classroom Strategies - Group Activities		X
84.	Classroom Strategies - Team Teaching		X
85.	Classroom Strategies - Simulation Games and Role Playing		X

APPENDIX E

Faculty Participants

Below are the names of those faculty members who were heavily engaged in the development of the self instructional units (WILKIT) and who participated in the inauguration of the individualized, performance-based system in the autumn of 1970.

Harley K. Adamson	Sec. Educ. - Soc. Studies
Florence R. Barton	Sec. Educ. - Lang. Arts
Caseel D. Burke	Teacher Education
Keith R. Burnett	Sec. Educ. - Science
David R. Cox	Educational Psychology
Luan H. Ferrin	Elem. Educ. - Educ. Admin.
Melba Glade	Elem. Educ. - Lang. Arts
J. Burdett Johnson	Elem. Educ. - Arithmetic
W. Blair Low	Sec. Educ. - Curriculum
Olive M. Maccarthy	Elem. Educ. - Curriculum
A. Earl McCain	Sec. Educ. - Soc. Studies
Evan J. Memmott	Instructional Media
Jimmie D. Merrill	Elem. Educ. - Reading
Blaine P. Parkinson	Educational Psychology
Helena B. Watson	Elem. Educ. - Lang. Arts

The Texas Teacher Center Project

The AACTE Committee on Performance-Based Teacher Education serves as the national component of the Texas Teacher Center Project. This Project was initiated in July, 1970, through a grant to the Texas Education Agency from the Bureau of Educational Personnel Development, USOE. The Project was initially funded under the Trainers of Teacher Trainers (TTT) Program and the national component was sub-contracted by the Texas Education Agency to AACTE.

One of the original thrusts of the Texas Teacher Center Project was to conceptualize and field test performance-based teacher education programs in pilot situations and contribute to a state-wide effort to move teacher certification to a performance base. By the inclusion of the national component in the Project, the Texas Project made it possible for all efforts in the nation related to performance-based teacher education to gain national visibility. More important, it gave to the nation a central forum where continuous study and further clarification of the performance-based movement might take place.

While the Texas Teacher Center Project is of particular interest to AACTE's Performance-Based Teacher Education Committee, the services of the Committee are available, within its resources, to all states, colleges and universities, and groups concerned with the improvement of preparation programs for school personnel.

AACTE PERFORMANCE-BASED TEACHER EDUCATION PROJECT COMMITTEE

CHAIRMAN: *J. W. Maucker,* Assistant to the President for Academic Affairs, Academic Affairs Office, Kansas State Teachers College, Emporia, Kansas 66801.

VICE-CHAIRMAN: *Donald J. McCarty,* Dean, College of Education, University of Wisconsin, Madison, Wisconsin 53706.

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Youra Qualls, Head, Humanities Division, Tuskegee Institute, Tuskegee, Alabama 36088.

Atilano Valencia, Associate Professor in Education and Assistant Dean in Mexican-American Research Program, University of Colorado, Boulder, Colorado 80302.

Paul Varg, Professor of History, Michigan State University, East Lansing, Michigan 48823.

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Theodore Andrews, Associate in Teacher Education, Division of Teacher Education and Certification, New York State Department of Education, Albany, New York 12204 (Multi-State Consortium).

Norman Dodl, Associate Professor, Department of Elementary Education, Florida State University, Tallahassee, Florida 32306 (Elementary Education Model Program Directors).

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Shirley Bonneville, Program Assistant
Brenda Greenhowe, Secretary
Janice Chapman, Secretary

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5-
6. Two scenarios of how performance-based teacher education programs might look in the future: one by James Cooper and Wilford Weber, University of Houston, and a second by Asahel Woodruff, University of Utah.

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